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ABSTRACT

This investigation was undertaken to determine the perceptions of interns and agribusinessmen towards the technical internship in agricultural education at Auburn University. The findings of this report are based upon data supplied by 37 interns and 37 agribusinessmen who participated in the technical internship program from June, 1971 through August, 1973, and who responded to questionnaires provided them. Data from the returned instruments were tabulated using: (a) percentages, (b) frequency tabulations, and (c) rank ordering procedures. (Sample responses to survey questions are included in the section on analysis of data.) The findings of this report show that both interns and agribusinessmen were enthusiastic supporters of the internship approach to the development of professional and technical instructional proficiency in agriculture/agribusiness. An extensive appendix is attached which contains (a) a course outline, (b) a memorandum to teachers, (c) several forms, (d) examples of an intern's plan of study, (e) an assignment request to agribusiness, (f) a rating scale, (g) task sheets, (h) questionnaires, and (i) a selected bibliography. (RC)

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STAFF STUDY VAG 1-75
AGRICULTURAL EDUCATION

JUNE, 1975

AN EVALUATION OF THE TECHNICAL INTERNSHIP IN AGRICULTURAL EDUCATION AT AUBURN UNIVERSITY

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TABLE OF CONTENTS

Table of Contents ii

List of Tables iv

Chapter

I. The Problem 1
Introduction 1
Statement of the Problem 4
Purpose of the Study 4
Limitations 5
Methodology 6

II. Review of Related Literature 7
Introduction 7
Internship in School Settings for Prospective Teachers 8
Internship in Agribusiness for Prospective Teachers 9
Internship in Agribusiness for Teachers In-Service 10
Evaluation of Technical Internship 11

III. Presentation of Data 13
Introduction 13
An Evaluation of the Technical Internship by Interns 13
An Evaluation of the Technical Internship by Agribusinessmen 34

IV. Summary, Conclusions, and Recommendations 53
Summary 53
Conclusions 59
Recommendations 61

Appendix

I. Course Outline 64

II. Memorandum to Teachers 67

III. Form for Selection of Occupational Family and Suggested Agribusiness Concern to be Used as Training Center 69

IV. Examples of Intern's Plan of Study 70

V. Letter to Agribusiness Requesting Assignment of Intern 74

VI. Form I. Agricullutal Business Survey 75

VII. Form II. Employment Status 76

VIII. Form III. Occupational Activities of Workers Engaged in Occupations In Off-Farm Agricultural Businesses, Industries and Agencies 78

IX. Form IV. Related Instruction Needs for Workers Engaged in Occupations in Off-Farm Agricultural Businesses, Industries and Agencies 79

X. Task Listing Sheet 81

XI. Task Detailing Sheet 82

XII. Rating Scale for the Technical Internship Final Report 83

XIII. Questionnaire - Evaluation of Technical Internship by Intern 84

XIV. Questionnaire - Evaluation of Technical Internship by Agribusiness Representative 87

Selected Bibliography 89

LIST OF TABLES

Table

I. Evaluation of Internship by Intern 15

II. Evaluation of Internship by Agribusinessmen 35

Chapter I

THE PROBLEM

Introduction

A knowledge of agribusiness operations is essential to teachers of vocational agriculture who are preparing students for occupations in agriculture. There is no substitute for occupational experience in teaching relevant vocational subject matter. Lack of personal experience was not a serious problem for teachers of vocational agriculture who had farm experience and taught production courses. The recent shift to objectives in agribusiness and rural industry has forced many of our teachers to teach in unfamiliar subject matter. Moreover, technological changes and economic pressures in the agricultural industry have produced demands for job competencies which were not required in the immediate past. A need exists for vocational teachers to remain abreast of the changing occupational competencies. One of the avenues available is graduate in-service study through the technical internship program.

The internship program was designed to provide a supervised practicum for graduate students to familiarize themselves with technological changes as well as to become acquainted with the job competencies found in a typical agribusiness concern. This course is described in the Auburn University Bulletin as VED 625, Internship in Areas of Specialization, and may be repeated for a total of 15 quarter hours. A course outline is provided in Appendix I.

Five quarter hours of credit were awarded for each period of three weeks spent in a selected agribusiness. The selection of businesses was

a cooperative venture between the intern, state supervisory staff, and Auburn University teacher education staff. An effort was made to effect placement in a progressive concern which specialized in products or services closely allied to the interests and needs of the teacher's program. Graduate students enrolling in this course were known as "interns" and were visited on the job by Auburn University teacher educators. The intern shared in the planning of his experiences to observe and perform the skills or activities required of persons within each of the job titles which require agricultural competencies in the business. This procedure provided exposure to the occupational requirements of job titles ranging from the very elementary to the managerial levels of responsibility.

A letter of inquiry, (Appendix II) and survey form, (Appendix III) were sent to determine teacher preference of occupational cluster in business selection. Assignments to businesses were made in advance. Registration was held at a designated time and place followed by an orientation. The dates of performance were decided upon jointly by the intern, business manager, and instructor.

A training plan (Appendix IV) was prepared by each intern to insure that his time would be spent profitably. The business manager or owner was included in the development of this plan. Copies of this plan were provided the business manager, instructor, principal, superintendent, and district supervisor.

Every effort was made to establish favorable public relations through courteous treatment of contacts in the agribusinesses as well as

through the public news media (see Appendix V). This program did not result in additional cost or inconvenience to the cooperating business. Interns were not reimbursed for labor or services provided.

The agribusiness survey consisted of four forms designed for interns' use when interviewing managers or proprietors. Form I (Appendix VI) was designed to determine general information concerning the product or service provided by the business. Also included was a summary of the persons employed and placement opportunities. Form II (Appendix VII) was suggested to record job titles found in the business and to determine the employment status. Form II served as a basis for developing the plan of study and deciding which job titles should warrant detailed study. Job titles having agricultural education requirements were analyzed using Form III (Appendix VIII) and Form IV (Appendix IX) to determine occupational activities and competencies encountered in job performance.

Interns were instructed to perform a task analysis of job titles in which placement opportunity might be possible for agribusiness students or graduates. Task Listing Sheet, Form I (Appendix X), was used to establish tasks required of persons in selected job titles, frequency of performance, relative importance, and learning difficulty. Steps in performing each task were listed on the Task Detailing Sheet, Form II (Appendix XI) and classified according to type of performance and learning difficulty. The task analysis was conducted by the interns as a performance exercise whenever possible. Tasks which were inappropriate

or impossible for interns to perform were recorded from observation only. Interns were encouraged to perform as many tasks and observe as many competencies performed as circumstances would permit.

A letter grade was assigned based upon performance at the training center, an agribusiness survey, a task analysis of job titles requiring agricultural competencies, and a training plan or course of study designed to prepare students for entry into the occupational cluster studied. Appendix XII supplies a copy of the rating scale used to objectively assess performance.

Statement of the Problem. The technical internship appears to have merit for extending the classroom into the agribusiness setting. It is imperative that this experience be carefully planned to assure maximum efficiency of learning and favorable reaction among cooperating agribusinessmen. This research was conducted to determine the reactions of interns and agribusinessmen to the internship approach to the in-service preparation of teachers of agricultural education. A knowledge of the perceptions of these two groups should provide a basis for improvement of the technical internship when offered in the future.

Purpose of the Study. This investigation was undertaken to determine the perceptions of interns and agribusinessmen towards the technical internship in agricultural education. Responses from these groups of involved persons could prove beneficial in improving the process of administering this course as well as assessing its professional and technical effectiveness.

The findings of this study could be used to provide information for the improvement of the technical internship by providing answers to the following concerns:

1. The effectiveness of the internship in obtaining career information, learning technical competencies, and developing occupational skills.
2. The suitability of agribusinesses selected and the arrangements made to provide the experiences needed by interns.
3. The contribution of the internship experience to the professional and technical ability of the teacher.
4. The professional and technical value of the written assignments and reports required of interns.
5. The length of the internship in relation to what was accomplished, and the schedule under which it was conducted.
6. The adequacy of preliminary instructions and subsequent follow-up by the course instructor.
7. The extent to which agribusinessmen understood the purposes of the internship course and were involved in the development of experiences for the intern.
8. Opportunities provided for supplying an adequate number of properly qualified agribusiness education graduates to meet the manpower requirements of agribusiness occupations.
9. The effectiveness of the approach in establishing communications between the agribusiness complex and agribusiness education programs.
10. General recommendations of modifications for improvement in future quarters.

Limitations. This study was based upon a 100 percent sample of 49 interns and 52 agribusinesses who participated in the technical internship June, 1971 through August, 1973. Usable replies were received

from 37 interns and 37 agribusinessmen representing a 75 and 71 percent return, respectively. All except one intern were teachers of Agribusiness Education in Alabama and all except two agribusinesses were located in Alabama. The exceptions were representatives of Georgia.

Occupational families or cluster groups utilized as internship centers included the following: agricultural production, three; agricultural supplies, six; agricultural products, two; ornamental horticulture, seventeen; forestry, three; professional agriculture, two; and agricultural resources, none. Placed in agricultural mechanics related industries were: power mechanics, seven; building construction, eight; metal working, three; and cabinet making, one. Electrical, carpentry, and trowel trades experiences were combined within the building construction cluster.

Methodology. The findings of this report were based on data supplied by 37 interns and 37 agribusinessmen who responded to questionnaires provided them following the technical internship experiences conducted in the Summer Quarters of 1971, 1972, and 1973. A copy of the instrument provided interns is included in Appendix XIII and the form supplied agribusinessmen is ensampled in Appendix XIV.

Data from the returned instruments were tabulated using frequency tabulations, percentages, and rank ordering procedures.

Chapter II

REVIEW OF RELATED LITERATURE

Introduction

A teacher who attempts to teach that which he has neither performed nor observed is likely to make the proverbial mistake of "shooting blanks." Without a practical understanding of his subject matter a teacher is subject to gross errors of judgement in relevant practice. Traditionally, these instances have been reduced through the insistence that teacher candidates in agricultural education present viable farming experience prior to certification. This basic and essential requirement has been relaxed recently as a result of the "urbanization" of vocational agriculture and the influx of students with non-farm backgrounds into teacher education programs.

The National Vocational Education Act of 1963 and the Amendments of 1968 produced sudden and sweeping changes in the competencies required of teachers of Vocational Agriculture/Agribusiness. A broadened emphasis in agribusiness occupations brought to the forefront a serious lack of the pragmatic base of experience upon which the vocational agricultural profession has built its reputation in production agriculture. It has become necessary to extend the university to the marketplace and factory in order to provide an opportunity for prospective and practicing teachers to obtain the essential experience foundation.

A. Internship in School Settings for Prospective Teachers

Cooperative education plans alternating work and study for undergraduates have been extensively utilized in business and engineering curricula for many years. Such an approach has not been embraced by agricultural education for two major reasons. These areas are: (1) lack of funds to hire students to work in public school settings and (2) dependence upon a supply of farm-reared youth with entrepreneurial experiences gained on the family farm. Supervised experience programs in Vo Ag/FFA or 4-H projects provided ideal preparation for prospective trainees in agricultural education.

Byler (2:32-33) reported an extended internship for undergraduates at Iowa State University who were placed for four months of structured teaching experience as a certified instructor teaching high school vocational agriculture. These experiences were obtained within selected high schools. Responsibilities and earnings were approximately 50 percent of those of a beginning teacher employed full-time.

> The Internship Program is designed to provide interns in agricultural education with opportunities for more realistic application of those ideas, concepts, principles and practices dealt with in the undergraduate teacher education program. (2:32)

The primary intent of the schoolbased internship is professional development. Certainly, a school-based intern will acquire a more thorough grasp of the subject matter being taught, however, he will continue to lack the practical experiences gained through performance.

B. Internship in Agribusiness for Prospective Teachers

An anonymously composed proverb states, "If you expect to teach a dog to do a trick, you must know more about it than the dog." Another comment of similar wisdom relates that, "One cannot teach what he doesn't know any better than returning from someplace where he has never been." Persons prepared to be teachers without a realistic experience base are subject to the previously described embarrassment when attempting to prepare students for agribusiness occupations. Admittedly, it is more desirable to obtain teachers who have had extensive on the job training in the agricultural industry, but in reality this has not been possible.

Internships in agribusiness occupations for prospective teachers of agriculture/agribusiness have been reported by Smith (6:186-187) and Stitt and Wolff (7:41,46). The strength of the agribusiness-based internship for prospective teachers was best summarized by Smith (6:187).

> The internship combines both the theoretical and practical and provide the prospective teacher with authentic pre-service educational experiences. It focuses on the area of agricultural employment that will provide the greatest number of employment opportunities in the future for students having occupational objectives in agriculture.

Academic credit was awarded students for the internship , in one instance (6:186), six semester hours for 120 hours of work experience. Another case cited three to five quarter hours (7:41). Experiences were coordinated by the teacher education staff and visits were made to ensure a smoothly functioning program. Related instruction or at least orientation or past-experience evaluation seminars were conducted by

both of the internships reported for prospective teachers in agribusinesses. In each placement there was evidence of cooperative effort in planning and follow-up by the agribusinesses, the teacher education staff, and the student.

C. Internship in the Agribusiness for Teachers In-Service

The innovation of teacher placement for work experience in agribusiness occupations gained widespread favor in 1970-1973. A number of universities utilized this method of extending the classroom to the factory and marketplace. Among these were Auburn University (9:95), Purdue University (3:156), Louisiana State University (4:266-267) (6:186-187), Southern Illinois University (7:41,46), University of Illinois (8:157,158), Virginia Polytechnic Institute and State University (10:281-282), and the University of California at Davis (1:84-85).

Internships were planned to allow maximization of time invested and resulted in graduate academic credit varying from three to ten quarter hours for work periods of two to six weeks. Some of these projects were begun under special funding for example Wells (10:281-282), Stitt and Wolff (7:41,46) and Blomgren and Juergenson (1:84-85). Others were initiated simply as extension offernings as reported by Williams (9:95). Payment to interns for services or labor was reported by Blomgren and Juergenson (1:84) by about 45 percent of those involved. Interns received no reimbursement in a majority of the other instances cited.

Visits by teacher educators ranged from one to three times per internship depending upon funding and location consideration.

A unique teacher-industry personnel exchange program was reported by Wells (10:281-282) who received classroom instructional assistance from someone in industry in return for work performed in the local businesses. In this program, the equivalent of two weeks of time was spent in observation or productive work activities. Academic credit was earned through this arrangement by participation in an EPDA project offered by Virginia Polytechnic and State University. A similar teacher exchange program was reported by Keller (6:269-270). His experience appeared to have been self-initiated and resulted in no academic credit. He was also the beneficiary of agri-industry personnel assistance in program planning and instruction.

D. Evaluation of Technical Internship

In each of the reports published there was mention of an evaluation, however, none of these articles provided much guidance except for selected comments which were extremely complimentary of this approach to professional and technical development. Remarks by Williams (8:185) were typical and hence repeated here for the benefit of the reader:

> Participants generally concluded that the concept of using structured, on-the-job occupational experience is the best substitute for full-time employment and the most feasable method for obtaining comprehensive work experience in a short period of time. Some specific statements made by teachers in evaluating their experience in the program are as follows:
>
> ". . . developed competencies in areas where I did not feel confident."

". . . invaluable experience for teaching agricultural occupations."

". . . developed a much better understanding of the operation of a nonfarm agricultural business."

". . . the content of my course will change as a result of the experience."

". . . provided firsthand experience in a nonfarm agricultural farm without having to leave the teaching profession."

Businessmen were receptive to the program and expressed a willingness to cooperate in any way possible for improvement of vocational education. Cooperating businessmen commonly related that on-the-job experience gained by teachers should result in better trained employees for nonfarm agricultural firms.

The findings of this research is in agreement with the evaluation reported in the literature reviewed. Both teachers and agribusinessmen were found to be enthusiastic supporters of the internship approach to the development of professional and technical instructional proficiency in agriculture/agribusiness. It is highly probable that this method of obtaining valuable occupational experience will become a commonplace procedure among the universities engaged in both preservice and in-service vocational agriculture/agribusiness teacher preparation.

Chapter III

PRESENTATION OF DATA

Introduction

The data of this research was gathered from two groups of people who were participants in the Auburn University technical internship from 1971 through 1973. Responding to mailed questionnaires were 37 teachers of agribusiness education who had completed internship experiences and 37 agribusinessmen who had cooperated in providing these opportunities. A total of 49 interns were placed in 52 agribusinesses. These responses provided return of 75 and 71 percent, respectively for each group.

An analysis of the data by these two groups, namely, interns and agribusinessmen provided a basis for reporting the findings of this research.

A. An Evaluation of the Technical Internship by Interns.

Interns were requested to evaluate 12 characteristics of their internship experience using a rating scale of one through five. One was considered poor and five was designated outstanding. For each characteristic a mean rating was calculated. These data are shown in Table I.

1. Intern Ratings of Twelve Characteristics of the Internship.

A range of 4.73 to 3.47 occurred with six characteristics reviewing mean ratings above 4.00 and six were below this level. These data indicated that the internship experience was regarded by interns as very

good to outstanding. It was noted that ratings less than three were assigned none of the characteristics which implied that all aspects were considered at least good to outstanding by participating interns.

The data in Table I may be analyzed by grouping related characteristics. Items #1, 2, 3, and 12 were designed to determine the contribution made by the technical internship to the professional and technical development of the teacher. A rating mean of 4.08 implied that the internship was considered a very good method of obtaining occupational information. In learning technical competencies, a mean rating of 3.97 was assigned which declared this a very good procedure for this purpose. A slightly higher rating of 4.22 was obtained for the usefulness of this procedure for developing mechanical or technical skills. When asked to evaluate the contribution of the internship to professional ability of teachers, a mean rating of 4.29 resulted. These four variables taken collectively provide supporting data for the effectiveness of this approach to the development of professional and technical ability of teachers of agribusiness education.

Items #4, 5, 6, 7, and 8 were included in the survey to examine the extent to which preliminary planning was initiated and found beneficial in establishing the proper relationships. It was the responsibility of each intern to develop a "Plan of Study" (example in Appendix IV) in advance with the cooperation and approval of the agribusinessmen. This plan of study was intended to be a guide for developing meaningful learning experiences and in establishing a mutual understanding with

TABLE I

EVALUATION OF INTERNSHIP
BY INTERN

Characteristic Rated*	Rating		
	Number Responses	Rating Total	Rating Mean
1. Effectiveness in obtaining occupational information.	37	151	4.08
2. Effectiveness in learning technical competencies.	37	147	3.97
3. Usefulness in terms of developing mechanical or technical skills.	37	156	4.22
4. Was the internship program properly organized for maximum benefits while undergoing work experience?	37	136	3.67
5. Suitability of this business for internship purposes.	37	163	4.40
6. Attitude of the firm's personnel to the internship.	37	175	4.73
7. Value of work assignments to your performance as a teacher.	37	158	4.26
8. Value of your Plan of Study in developing and organizing internship experiences.	35	136	3.88
9. Value of the Agricultural Business Survey to planning instruction.	36	125	3.47
10. Value of the Task Analysis in planning instruction.	37	140	3.78
11. Quality of information and forms provided.	37	133	3.59
12. Contribution of the internship to your professional ability.	37	159	4.29

* Interns were requested to rate the characteristics listed using the following scale: Outstanding, 5; Very Good, 4; Good, 3; Fair, 2; Poor, 1; and Unknown.

cooperating agribusinesses. Interns rated the value of the plan of study at 3.88, slightly lower than very good, in developing and organizing internship experiences. This characteristic was directly related to item #4 in which interns indicated collectively a rating mean of 3.67 when asked to evaluate the organization of their internship programs for maximum benefit while undergoing work experience. These data appear to support the observation that poor planning may have resulted in some inefficient utilization of time in some instances. However, it should be understood that detailed planning for specific experiences is impractical because of the nature of certain agribusinesses. For this reason, it is imperative that a plan of study be flexible and subject to change at the convenience of interns and agribusinessmen involved.

Items #5, 6, and 7 attest to the effectiveness of relationships established between interns and agribusinessmen. Interns reported that agribusinesses selected were suitable for internship purposes with a rating mean of 4.40. The value of work assignments to performance as teachers was rated at 4.26. These two characteristics reflect that appropriate businesses were obtained and that satisfactory work assignments were devised. Item #6 presents a reflection of the public relations value of the internship from the point of view of the interns, because they rated this characteristic 4.73 which was the highest rating assigned. It appeared from analysis of this variable that the internship program was highly valued in the attitude of agribusiness personnel.

Interns were provided agribusiness survey questionnaires and occupational analysis forms to assist them in gathering data for instructional purposes. A previously stated purpose of this study was to determine the suitability of the forms provided interns and instructions for their use. Items #9, 10, and 11 were addressed to this concern. Interns rated the quality of information and forms supplied at 3.59, namely, good to very good. Item #9 provided interns an opportunity to reflect upon the value of the "Agricultural Business Survey" in planning instruction. These instruments were supplied in the form of interview schedules and are contained in Appendixes VI, VII, VIII, and IX. As a whole, they were rated 3.47. These forms were designed for the Agribusiness Sales and Service cluster of occupations, hence, they may not have been entirely relevant for specialized clusters such as Ornamental Horticulture or Forestry.

A task analysis of selected occupations was requested and a suggested format was provided for recording these findings. Examples of these forms are contained in Appendixes X and XI. Item #10 provides a reflection of the value of this activity when planning instruction and it was rated 3.78. Task analysis is by nature a laborious detail, and this was used sparingly by the interns. It was reported a very good to outstanding activity by selected interns who prepared extensive reports using these forms.

2. Suggestions for Internship Improvement by Interns.

Interns were requested to respond to questions designed to gather open-ended suggestions for the improvement of the internship. These

answers were summarized and presented annonymously. A copy of the evaluative instrument is contained in Appendix XIII.

a. Provide further comments in explanation of any of the foregoing items (#1-12).

(1) The skills I learned will be very beneficial, but because of time, I could not learn many of the technical skills.

(2) Provide a form for developing the plan of study.

(3) Some forms were not adapted to this study. (Three respondents stated in agreement.)

(4) The system of working with the employees was somewhat unorganized, thus creating some doubts as to jobs to be done.

(5) This internship was performed in a research center and some of the information will not be used in high school.

(6) I think that this course is going to do more than any single course over a period of years in changing the image of vocational agribusiness.

(7) As you noted from front sheet, I am sold on this type of training! It provided the best opportunity to really learn what I wanted instead of what another person thought I should be learning.

(8) Formulate some type of correspondence from the university to the agribusiness agency explaining what type things he could consider in helping the teacher make a plan of study.

(9) I enjoyed the work experience and received good practical information from the experience.

(10) The internship program is unique and highly relevant to improving competencies.

(11) I don't think the management of . . . Nursery Company were fully aware of what we were trying to do.

This due to my inability to inform them correctly, I presume. I think we are trying to do just what they need but they could not see it then.

(12) The entire three week program was very outstanding.

(13) Twenty-three respondents had no further comments to any of the items #1-12 in the evaluation.

b. Was the learning experience practical enough to be applied in teaching vocational agribusiness?

(1) The learning experience was excellent because it gives a look into the depth of business from beginning to end. I believe we need some more courses of this type so teachers may become better acquainted with the jobs they prepare students to fill.

(2) Yes, I learned many of the problems of repairing and servicing farm machinery and the things I should stress to farmers.

(3) Yes, most all of it.

(4) Yes, the practical teaching by mechanics touched many things that we as teachers don't know or either look over.

(5) Yes, because many skills that the company did can be used by students in vocational education.

(6) I think that the practical experience that was gained during the three-week internship can not be substituted in gaining the skill and knowledge that is necessary to do a good job in teaching vocational agribusiness in the trade areas.

(7) Yes, several of the jobs that were performed in the course would not be very practical in a teaching program. One in my work was completely reworking a hay baler.

(8) Yes, it was quite practical in that I immediately started participating in practical skills my first day on at work.

(9) Yes, very much so. (Four respondents.)

(10) Yes, if it wasn't practical it was my fault, because the people I worked with had been informed to spend as much time with me on any problems as I deemed necessary.

(11) Yes, by allowing me to work on a single step for at least two days allowed me to gain practical experience instead of theoretical experience.

(12) Yes, everything that we did pertains.

(13) In my case it was. Care must be taken to select type business suitable to specific needs in community in which the person teaches.

(14) This was good for planning coursework.

(15) Learning experiences with . . . Nursery Company were very practical and will be readily applied to my teaching. Learning experiences with . . . will be used more as advisory material, but some will be applied in teaching introduction to agribusiness industry.

(16) Yes, the plan of implementation was very practical and will be used thoroughly in teaching.

(17) Could not have been better.

(18) Yes, most everyday, a practical job or situation was faced and completed.

(19) Yes, the experience gained was good and can be directly used in teaching horticulture.

(20) Sixteen respondents replied yes, but did not expand their statements. There were no negative responses.

c. Comment about the length of the internship in relation to what was accomplished.

(1) I spent three weeks at . . . and during that time I had the privilege of working with each employee at least one-half day and with most for one eight

hour day. I enjoyed this opportunity and gained a better insight into just what each individual must be able to do before he comes to the job and what he can learn on the job. I would like to have stayed four weeks, but in my particular situation a four week course would have been prohibitive.

(2) I think a lot more learned, but I think I could benefit from another three weeks in the same area.

(3) The course should be extended if a good job is to be done in filling out reports.

(4) I believe that ten days would have been sufficient if you have a well planned program.

(5) It was long enough for me to learn the jobs available or being performed at the firm.

(6) Adequate.

(7) OK.

(8) More was accomplished during the 126 hours and worked than in two courses of theory from the book in a hypothetical situation.

(9) Good, but should not be daily.

(10) About right.

(11) In my case it was about right because I had time to observe and practice about all the skills involved.

(12) I think that a person can gain some valuable information within this short period of time. It is something that can not be substituted. (Experience.)

(13) The length of time was fine, but it was a short time in working with a tractor company. This was the haying season and not too much work on different kinds of equipment.

(14) The length of time was sufficient for the training received in my particular case.

(15) The internship was too short to really develop fully mechanical and technical skills.

(16) Sufficient.

(17) I would like to have more time, but I don't have to be enrolled in a graduate class in order for . . . to allow me to come back and observe.

(18) I extended my internship over a longer period of time than some others in order to participate in different phases of the trade. In other words, I waited for different operations on different jobs with different crews. In my opinion I covered a whole lot of ground in fifteen working days, accomplished more than I have in other courses, and only wish I could have devoted another week or so the experience.

(19) Long enough to cover all areas of this particular business.

(20) Three weeks isn't sufficient in cabinet making. A certain amount of training time goes with each step.

(21) Best three weeks I ever spent.

(22) Suited my needs and experience appropriately.

(23) This was satisfactory - if any shorter you would defeat the purpose, especially in effective learning.

(24) The length of the internship is about right. In my case I tried to cover too much, I think, to really get down into the details.

(25) It was not long enough. In an internship in the fertilizers, seed, and insecticide business you need to be able to spread out your days to see all areas of the business.

(26) Highly satisfactory.

(27) The time was about right. (Three respondents.)

(28) Time about right for nursery internship. I could have used more time with . . . (agribusiness Sales and Service Coop). We knew this before I went with them.

(29) I feel I accomplished more in this course than any five hour course ever taken.

(30) Much was accomplished, but more credit should be given for amount of effort in terms of hours spent in the business.

(31) The time was filled learning the areas I had planned on; had it been longer other areas could have been covered in more detail.

(32) Six weeks or even three months would have been better in this particular case - could have followed building a house from start to finish.

(33) More could be accomplished if the entire six weeks was used at one time instead of dividing the six weeks.

(34) Three weeks at eight hours per day is enough. Much was accomplished.

(35) The length was probably too long for what I learned, especially in the last three weeks. However, at a different season (Ex. Spring) it probably would need to be longer.

d. What do you consider to be the <u>best features</u> of your internship?

(1) The experiences I had in feeling a part of the company. I was readily accepted, my questions were readily answered, and I was accepted in each department as ready and willing to do whatever was to be done.

(2) I learned a lot about adjusting, servicing, and repairing farm tractors and machinery.

(3) Cooperation of managers and being able to see and do various tasks.

(4) Attitude of personnel.

(5) Actual observation and work experiences with the different areas for learning basic facts.

(6) Getting to see firsthand what employees actually do. It improved public relationship with employees and employers.

(7) Provided exposure to the occupational requirements of job titles from elementary to the managerial levels of responsibility.

(8) Not knowing any of the people, thus eliminating any resentment, family ties, etc. Learning new people adds to the value of educational experiences.

(9) Got very valuable information from years of (horticulture) research not published.

(10) I liked the idea of actually writing down in detail the tasks that each worker did.

(11) Learning by doing. Becoming better acquainted with professional people and the company as a whole.

(12) To actually be able to observe the work being done by skilled men.

(13) Practical mechanic work in shop.

(14) I was well accepted, nothing was kept from me that I wanted to know, and I was able to succeed at all jobs in the business.

(15) The insights experienced by analyzing the tasks.

(16) Being able to work with the latest types of farm equipment and with qualified and well trained mechanic and field service men.

(17) Practical knowledge or working knowledge of the subject. I certainly found places where I could strengthen my classroom teaching and laboratory teaching.

(18) I had the opportunity to put my time on those things in which I really needed training. It is so much better than group training or classes. Only my personal needs had to be met. No time was lost in solving problems of other students. Maybe I am just selfish!

(19) The close contact with the different job levels.

(20) Informing public of what we are actually teaching; public relations from our departments to the consumer; actually getting on the job training; and working with labor ideas, equipment, and materials.

(21) The learning of new skills and abilities needed to teach vocational agribusiness.

(22) The variety of first hand experience gained is great.

(23) The effective learning you acquire.

(24) Getting the job and seeing the work done.

(25) This type of internship allowed me to work and be a part in all areas of the business from the manager to the laborer to see the problems and goals of each. The people that I worked with were by far the best part of the internship.

(26) Modern writing techniques, sound approach to photography, and darkroom proficiency which will be an asset to public relations work.

(27) The opportunity to work long enough to perfect a skill.

(28) Opening the doors for placement of students from my program (Agribusiness Technology), technical information to use in teaching, meeting the management of the businesses, and informing them of what I am trying to do and how they can help.

(29) The practical experience.

(30) Expert instruction and advice, and realization of working conditions.

(31) Opportunity to familiarize oneself with business operations, public relations, and it enables one to relate to students who are interested in these fields.

(32) The practical experience, the plan for implementation, and the contact of business as a valuable source of continuing information.

(33) On the job training and experience with a professional in that field.

(34) Having a cooperative firm so willing to make my time really count and all my experience highly meaningful.

(35) Being brought up to date on new materials and techniques, and seeing and learning the on-job methods.

(36) Personal contact relationships with the average worker who is being paid an hourly wage.

(37) The practical experience of doing as well as seeing and being told about things.

e. What do you consider to be the greatest weakness of your internship?

(1) At the present I have no knowledge of any weaknesses either great or small that was existent in my internship.

(2) Did not have enough time to work in different areas.

(3) I cannot think of one at this time.

(4) Too drawn out.

(5) Lack of scope in some areas to more completely cover the title objectives.

(6) Not enough time to learn and perform all the skills or abilities required of persons.

(7) I didn't find a weakness. I thought it was a tremendous experience.

(8) Did not schedule work experience out as they should have been due to lateness of entering program.

(9) I was accepted in such a fine way that I can hardly say that there was a weakness.

(10) The greatest weakness that I have found of the internship is that you do not get a chance to see and observe everything that you would like to know about the firm or occupation.

(11) Practical mechanic work in the shop.

(12) It was at a time (too late in the season) at which I would have gotten greater experience.

(13) The time element was too short, both for developing skills and doing justice to the task analysis.

(14) Attempted to cover too many things in a short time.

(15) I'm not up to par as I should be on legal aspects of a large company.

(16) Time element. Wish I had more time. Would need considerably more had I been in carpentry, masonry, etc.

(17) Preparation of required forms.

(18) Lack of time to thoroughly understand how to fill out task analysis and task detail sheets before going into the internship.

(19) I felt that it was more of a work experience than an educational experience. For some reason I looked for more contact from the teacher.

(20) Not spending enough time in the same job - trying to cover too much in three weeks.

(21) The time of the year. I did not get to see enough blending of custom fertilizers because of the time of the year. Most of the fertilizer business is over by June.

(22) I had to stay away from home most of the time and it was rather expensive, but this was due to my choosing

(23) Filling out the form.

(24) Failure of the employer to fully understand the objectives of the course.

(25) Not enough credit hours for amount of time expended.

(26) Short time available by the person I was working under to supervise work being done.

(27) Trying to grasp too much in too short a time is what I did wrong, although this is not necessarily a weakness in the program.

(28) Not enough time.

(29) Time element - when you live in the community it is impossible not to work full time in agribusiness.

(30) Not enough interest by the business in trying to help me learn as much as possible.

(31) Seven respondents replied that they knew of no weaknesses in the program.

f. Were directions adequately provided prior to and during the internship by the instructor?

(1) The instructions given by the instructor were very adequate during registration and very adequate during the internship experience.

(2) I would have liked to have known a little more about what was expected in the final report.

(3) Yes, I was given forms and information before I went to the business and then I was visited by the instructor on the job.

(4) Everyone was willing to help after I explained why I was there.

(5) The contractor and his professional staff did a good job of helping to orient me to the building industry.

(6) Yes, the agency would work with you even during lunch hour in helping you make models and cuts to carry back to class.

(7) It would have been helpful if the visit (university instructor) would have been sooner.

(8) Twenty-nine respondents replied in the affirmative and one negatively to the adequacy of instructions prior to and during the internship.

g. What suggestions would you offer for improvement of the internship?

(1) At the present I have no suggestions for improvement, but as I apply my new knowledge of the tractor sales and service industry I will keep in mind needed improvements and report them.

(2) I think a letter of objectives to the host firm might have helped them plan the work experience.

(3) Place emphasis on filling out forms. It was somewhat unclear at first what steps I should do in completing forms.

(4) Shorten.

(5) More visits by instructor. Keep reports abbreviated.

(6) Revise reporting forms.

(7) Assign job titles in the business that relates to vocational agribusiness.

(8) Plan the program well in advance, etc.

(9) Forms that cover a broader area of work.

(10) My experience was a good one, but I could see where in some places that you and the teacher might need to go to the business in advance.

(11) Let each person turn in a daily report along with his other reports. This might help for others to understand what experiences an intern had to go through.

(12) Set the time, if possible, when the intern could be involved in most or all of the major activities. (Seasonal experience.)

(13) Make the course longer where more practical experience may be obtained.

(14) Have one other meeting in the middle of the internship to discuss each business and make plans for final paper.

(15) None. In my opinion more than ten hours should be allowed for courses of this nature.

(16) Offer some type of certificate of appreciation to owner of business for having cooperated with agribusiness education in the internship program.

(17) Provide specific instructions on how to fill out task analysis and task detail sheets before going into the internship.

(18) Make it more of an educational rather than work experience. More contact with university instructor desired.

(19) For future internships in the fertilizer business it would be better if the person had the entire Summer in which to complete his job. This would probably create a problem in developing a plan of study at the start of the internship.

(20) More!!

(21) The write-up could be a bit shorter.

(22) None. I think it is well organized and I particularly like the part where the student does the developing and pursues the program using his own initiative.

(23) I think a handout explaining the forms in a little more detail might be helpful.

(24) A directive from the instructor to the employer explaining the course objectives and the student's responsibility.

(25) More directions might be given in planning the experiences with the business.

(26) Increase time and credit.

(27) Require the full six weeks at one time.

(28) None. More of our agribusiness education people should be interested in this program.

(29) Nine respondents indicated that no improvements should be made in the internship program.

h. Would you like an additional internship in the same or in a different occupational objective sometime in the future?

(1) I would like to have an internship in several other agribusiness areas because of the actual on the job experiences that one may obtain that are not available through any other means.

(2) Yes, in the same area and in other areas.

(3) Yes, with an electrical contractor and repairman.

(4) Yes, in hydraulic transmissions.

(5) Yes, in different tractor dealership.

(6) Yes, I believe this to be a good experience and I think that this would be a good way to get some good public relations with different firms.

(7) I plan to do some additional internship in the building industry. I think it is very challenging and offers many opportunities for our young boys.

(8) Give us a chance in other type courses. I don't see why courses cannot be taken on Saturdays.

(9) After completing my first internship it is my opinion that this is the best way for a teacher to prepare himself to teach occupations related to agriculture and agribusiness. I would certainly like to have additional internships in other occupationnal objectives in the future.

(10) It is the only way to go!

(11) Twenty-seven respondents indicated yes or very definitely that they desired placement in a similar or different agribusiness in the future.

i. Other Comments.

(1) The internship course has offered me a new insight into teaching occupations to the Ag. I classes. I think the forms that I have completed on each of the ten occupations at . . . can be made into ten excellent lesson plans. By adding personal experiences obtained in the course I can teach a very effective and worthwhile unit on occupations in tractor sales and service.

(2) Very good overall. This kind of program should have originated many years ago.

(3) Overall a great program.

(4) The course was very valuable in that it allowed the teacher to get information and training in areas that he feels are most needed and practical for teaching in his area.

(5) Mr. . . . was most helpful and cooperative.

(6) The internship program was one of the best courses that I have had. It familiarizes the student with technological changes as well as acquaint him with job competencies found in a typical agribusiness concern.

(7) A very good and useful course.

(8) The most effective course that I have had at Auburn in six years.

(9) I believe that this type of learning is very good and that I can participate in a course of this kind.

(10) I think many more of our vocational agriculture teachers should be encouraged to take advantage of this course, because in many instances this course is better than some of the workshops.

(11) The course was an eye opener as to being involved in business. Many of the problems were discussed very frankly by the mechanics, the owner, the parts manager, and others.

(12) I consider this time and money well spent. I would certainly recommend this training to all agribusiness teachers who haven't had the opportunity to work with the latest type of farm equipment. I would welcome the opportunity to further my training in this field . . .

(13) I certainly appreciate the opportunity of taking VED 625 and I truly believe this was the most practical learning situation I have had during my graduate work.

(14) As I said before this will probably terminate my schooling under the present set up. One week workshops are fine, but one just can't receive the training necessary in so short a period. With the changing program in Agribusiness Education I hope those in Higher Places will realize that some of us don't know all the answers, and should be allowed to continue to seek them - AA (certificate) or not.

(15) This class does more for the working attitude and the discipline that needs to be maintained in the shop area and on the job than any other agency I've ever been associated with. Thank you for taking time to provide this type course for us. Would you check the possibility of going beyond ten hours credit in the course?

(16) I don't think you could find a better work setting in livestock production than the (AU) Swine Unit. It is practical and well managed.

(17) The experience gained by having participated in these internships will be used in several ways: in teaching certain (agribusiness technology) courses such as, Plant Propagation, Landscape Gardening, Introduction to Agribusiness Industries, and in guidance and counseling of students who are interested in the agribusiness industry area of employment. The contacts made will be very valuable in placing boys for internship and permanent employment upon graduation. I consider the internship method to be one of the better methods of instruction, because you can choose what you need to

acquaint yourself with and get just as involved as you want to.

(18) I think the internship program is the type of program we need in agribusiness. It is very good as it is planned at the present time.

(19) This was a very worthwhile learning experience, and should be very beneficial to my agribusiness (technology) program at . . . Junior College.

(20) Excellent Program!

(21) The nursery business is at its lowest ebb during the summer, and if possible a different season would be much better.

(22) Sixteen respondents provided no additional comments regarding the internship program.

B. An Evaluation of the Technical Internship by Agribusinessmen.

Cooperating agribusinessmen were requested to provide their impressions of the internship using the questionnaire ensampled in Appendix XIV. The instrument consisted of two parts, namely, a five point rating scale of eight selected characteristics and nine open-ended questions designed to reflect the concerns of agribusinessmen and their recommendations for improvement of the internship.

1. Agribusinessmen Ratings of Eight Characteristics of the Internship.

A range of 3.80 to 4.68 occurred with six characteristics receiving a mean rating of 4.00 or above and two items were rated below this level denoting a value of very good. These data reflected that agribusinessmen regarded the internship to be a very good to outstanding experience as viewed from their perspective.

The data obtained from responses of agribusinessmen were compiled and presented in Table II. The characteristics were grouped according

TABLE II

EVALUATION OF INTERNSHIP
BY AGRIBUSINESSMEN

Characteristic Rated*	Rating		
	Number Responses	Rating Total	Rating Mean
1. Effectiveness of means used to inform you of the nature of this program prior to your participation.	36	151	4.19
2. Effectiveness of the means used to arrange placement of the intern in your business.	36	138	3.83
3. Opportunity to express to vocational educators the manpower needs of your business.	36	144	4.00
4. Attitude of intern toward understanding the problems of agricultural industry.	36	166	4.61
5. Value of the technical internship as a mode of vocational teacher professional improvement.	37	160	4.32
6. Ability of the intern to adjust to company routine and establish rapport with your employees	37	173	4.68
7. Extent to which you or your representatives were engaged in developing the intern's Plan of Study.	36	137	3.80
8. Suitability of this program for public relations.	37	164	4.43

* Agribusinessmen were requested to rate the characteristics listed using the following scale: Outstanding, 5; Very Good, 4; Good, 3; Fair, 2; Poor, 1; and Unknown.

to similarities to permit analysis. Items #1, 2, and 7 relate to the means used to inform agribusinessmen, arrange placement, and plan the programs of interns. The agribusinessmen appeared to have been effectively informed of the nature of this program prior to participation as evidenced by the rating mean of 4.19 derived. The means used to arrange placement of the intern and the development of his plan of study were considered less effective as evidenced by rating means of 3.83 and 3.80, respectively. These ratings were acceptable, but they may indicate that a more thorough orientation of interns and agribusinessmen is essential for initial rapport and mutual understanding of purposes.

The exchange of information and dialog between the agribusiness industrial and educational components is essential to a smoothly operated system of supply and placement of qualified employees. Items #3, 4, 6, and 8 reflect this two-way exchange of ideas. Agribusinessmen rated the opportunity to express to vocational educators the manpower needs of their businesses and the attitudes of interns toward understanding the problems of agricultural industry at 4.00 and 4.61, respectively. These data reflect the channels of communication were opened and perhaps permanently established through this program. Closely related to the information exchange process is the ability of interns to adjust to company routine and to establish rapport with agribusiness personnel. This characteristic was rated 4.68. the highest rating mean of this study. Agribusinessmen rated the internship 4.43 in terms of its suitability as a public relations program. This finding further supports the

two-fold benefit of the technical internship to both interns and agribusinessmen.

Item #5 was designed to measure the value placed by agribusinessmen upon this approach to vocational teacher professional improvement. A rating mean of 4.32 reflected the high esteem afforded this program by those who represent the employers of the agribusiness industrial complex.

2. Suggestions for Internship Inprovement by Agribusinessmen.

Agribusinessmen were requested to suggest improvements in the internship course through a series of nine open-ended questions. These questions are contained in the instrument ensampled in Appendix XIV. The answers to the questions provide these data which were summarized anonymously.

a. Indicate further comments in explanation of any of the foregoing interns.

(1) Very good association with the subject.

(2) We think . . . was very interested in all aspects of the program and also all phases of our operation.

(3) We have a better understanding of the intern's Plan of Study after being engaged in this program.

(4) A news release was attached which described the activities of the intern while in this business.

(5) Please keep this program going. If . . . or I can be of help, please call on us.

(6) This intern worked in with our people and did a great job of learning and getting the message over to our people.

(7) I feel the program was a mutual educational exchange.

(8) We learn by actual experience. The practical angle is indeed important. We enjoyed having . . . with us. He possesses an enquiring mind and tuned in well with our daily operation.

(9) I believe the interns would learn more if they would go in teams of two (2). This would allow them a chance to challenge each other in learning the operation of the business.

(10) We feel that the interns were well equipped for the task at hand and the instructor had them well prepared for the job.

(11) We did not know of this program until we were asked to take a student. The timing may have been better had we known earlier than we did that the student was coming. A great deal that we gave the student was observation rather than participation due to the time he spent with us.

(12) (See attached letter.)

(13) (See attached letter.)

(14) We feel more adequate placement contact prior to intern request, should be initiated from Auburn.

(15) Due to varying work schedules, length of internship was too short.

(16) Twenty-one respondents chose not to respond to this question.

b. Should this form of teacher in-service improvement be continued?

(1) Yes, we think the program is excellent training for a teacher who teaches forestry in his curriculum and should be continued.

(2) Yes, because of the rapid changes being brought about in agriculture today.

(3) Yes, I think it is very good.

(Contents of Letter: Ref. pg. 38, Item #12)

This is to inform you of the completion of internship by . . . and . . . relating to your course VED 625.

Having made assignments to these two gentlemen and observing their performance for the past three weeks, I would like to highly commend their attitudes and task performance to you.

I feel that each man was exposed to and absorbed enough "Greenhouse Operation" to cause them to give serious thought as to how best present this phase of agriculture to future students.

Having met a number of Agri-business instructors through, . . . , our agricultural sales department, I feel that most of these men are making a tremendous effort to become more knowledgeable in the fields of ornamental horticulture and floriculture as their schools obtain adequate facilities for course instruction.

I would suggest, be it possible or not, that consideration be given to more related courses at the under-graduate level, especially to those students going into the field of vocational instruction at trade schools.

As you know, agriculture as such is changing so fast that most of our young people will not have capitol or land to meet the requirements of successful competition in field crops, cattle, etc.

There is an opportunity for a young person with vocational training to either place himself in commercial industry or with limited capitol and land and "stickability" to establish a private business of his own which can provide a profitable living.

On behalf of . . ., we thank you for the opportunity to participate in your educational program.

(Contents of Letter: Ref. pg. 38, Item #13)

It was a real pleasure working with your program this summer in connection with Mr. . . . in the Technical Internship program.

Even though this was the first time that we had been involved in such a program, it was very effective, and to Mr. . . . credit, went off in an excellent manner.

We believe that with the next program we could be of more help in planning the program in advance and helping the person involved to know the types of programs that are available, and then after evaluating them together putting priority and time to be spent in each job.

I sincerely believe that anything less than perfect in the program this year was because of our lack of knowledge in how to assist.

I am enclosing your evaluation form which I had filled out by the engineer in charge of our shop feeling that since he was closer to the entire program that he had more knowledge and could do a better job.

Mr. . . . expressed to me when he returned the evaluation form how much he enjoyed having Mr. . . . working in his shop this summer and that he thought the entire program was very good.

(4) Yes, I feel this can greatly help a teacher in his teaching.

(5) Yes, a "Bachelor of Experience Degree" cannot be discounted.

(6) Yes, by all means.

(7) I certainly think so.

(8) Yes, best method I have seen.

(9) Yes, I think that this form of teacher in-service improvement should definitely be continued.

(10) Fifteen participants indicated yes or definitely and thirteen respondents chose not to reply to this question.

c. Comment about the length or scheduling of the internship in relation to what was accomplished.

(1) Three weeks is a pretty good length of time for propagating and growing season, but there are things that he is missing that we do in other seasons of the year.

(2) We think the intern learned a great deal in the three weeks he was with us. However, much of the operation was covered in general due to the time element.

(3) With the size of operation we have it seems this schedule should last another week.

(4) Just about right.

(5) Time seemed about right unless more practical work experience was desired such as timber cruising, marking, etc.

(6) OK.

(7) Excellent time of scheduling. Length of time could be a couple weeks longer.

(8) There was not sufficient time for the intern to become fully informed on all phases of our business.

(9) It would be better if the time could have been split into two periods (for the student's benefit). Needs to be a little longer.

(10) Length - a short familiarizing.
Scheduling - best time.

(11) For the season they worked in, they accomplished all that was possible.

(12) Three months would be better for the nursery industry.

(13) Satisfactory.

(14) The eleven week program was scheduled perfect for what needed to be accomplished.

(15) The time was short for the student to get a well rounded view of an operation such as ours. However, the things we had done, the things we planned to do were given to the student and he could see the results.

(16) It seems about right. It takes this long to visit our woodland areas.

(17) This will vary as to time of year and interest field of the intern in ornamental horticulture.

(18) The intern accomplished a great deal and was a great asset to my company during the time he was with me.

(19) More could be accomplished if more time for internship was available as there were some areas that were not covered due to length of time.

(20) Three weeks is not much time but much can be learned - especially in practical experience.

(21) I think more time would benefit the intern.

(22) Length is good. A different timing as related to the nursery business such as winter or spring would be better.

(23) Very good.

(24) Student could have accomplished more of his goals if time were longer.

(25) Time should be increased to give internship more in-depth study of management.

(26) Too short.

(27) No complaints.

(28) Ten respondents made no comments about the length or scheduling of the internship.

d. What do you consider the best feature of the internship?

(1) His opportunity to actually work with the different crews.

(2) Gaining an insight of the practical application of the forest products industry. On the job training conveyed more than lectures or books as far as practical application.

(3) Getting down to where it is, first hand experience.

(4) Becoming familiar with industry employment needs.

(5) Seeing first hand our job requirements.

(6) The possibility of creating rapport and cooperation between industry and education.

(7) The fact that the intern gets to actually "do" some of the things he has been studying.

(8) Provides opportunity to develop greater undertanding of the inner workings of an industry.

(9) First hand experience to business.

(10) The intern learns the "bread and butter jobs" of the trade that he is studying.

(11) The teacher can learn many new and interesting things (not found in books) which can be helpful in his teaching and make his courses more informative and interesting for his students.

(12) Mutual educational exchange.

(13) To further their knowledge and how to accomplish their task.

(14) As for the nursery business, it is similar to an experiment station. We learn by doing.

(15) It gives the student a chance to see the difference in theory and what the real working problems of business are.

(16) It gives the student an inside look of what to expect after they complete their education and points out items which they need and are not getting. It is the best program I have ever been associated with.

(17) The student sees the good and bad of an operation such as ours. He learns practical ways of getting things done. He learns or gets an opinion as to whether he would like to make this his life work. That is in farm management, field representative.

(18) Intern gains first hand knowledge of employment opportunities in his areas plus public relations of both school program and industry.

(19) Exposure to practical application of the overall operation.

(20) It gives the intern on-the-job training as well as the classroom work.

(21) The communications that developed between the school and this industry.

(22) Probably passing on of better and easier ways to do different jobs to the intern - things that are sometimes not learned in school.

(23) Practical experience is the best teacher.

(24) Contact with people in the industry. On-the-job training.

(25) On-the-job training. Learning by doing.

(25) On-the-job training. Learning by doing.

(26) Actual knowledge and experience required by the job.

(27) It gives instructors a true look at management applied in the field.

(28) Working with men on actual jobs.

(29) Opportunity to express to vocational educators the manpower needs of this business.

(30) Seven respondents provided no comments to this.

e. What do you consider the greatest weakness of the internship?

(1) The intern misses much that it takes to operate a nursery by just working in the spring or summer.

(2) Not set up sufficiently in advance of intern arrival to properly plan a program.

(3) The program was probably not long enough to go into detail of every phase of our operation.

(4) Age.

(5) Mr. . . . had a great deal of interest and "get up and go". We gave him a lot of free rein. Another person might require a lot of close attention which we cannot give too well.

(6) We attempted to cover too much in too short a time.

(7) Limited time.

(8) Needs to be a little longer.

(9) The program could use some additional internship during the Christmas, Easter, or Mother's Day holiday season. (Cut flower trade.)

(10) Not knowing plants.

(11) Not enough participation by the students.

(12) Time.

(13) In . . . case, considerable travel distance for the intern to reach the mill.

(14) Interns should have more background work at undergraduate level if he is to teach vocational horticulture.

(15) Our lack of knowledge about the program so that we could not help the intern plan his program in advance.

(16) The short time of the internship.

(17) Not enough time to familiarize intern with overall operation of the business.

(18) Timing - A period between January 15 and March or April would offer more experience and give them an opportunity to see and participate in preparation for seasons.

(19) Length of time.

(20) Intern should ask more questions and should dig deeper into cooperative operations.

(21) Too short time available on so many phases.

(22) Four respondents indicated no great weaknesses existed and twelve provided no comment to this question.

f. What inconveniences or difficulties were caused your company as a result of this program?

(1) This program did not interfere with our operation at all.

(2) No inconvenience or difficulties were incurred by anyone connected with our organization.

(3) Not any - we are glad to be a part of this type program.

(4) The time of several personnel involved.

(5) None at all - was glad to cooperate.

(6) None - We give the intern every opportunity to evaluate our operation. The intern is assigned to employees that know what they are doing and illustrate what is being done.

(7) Supervisory labor and time spent, however, that is no big problem.

(8) We had an exceptionally good candidate in . . . We did not have any difficulties. I did spend a great deal of time with him to let him know how we ran our operation and explaining why and why not. He was a great help to us.

(9) None - Interns were interested and hard working in all assignments.

(10) No inconvenience or difficulty was caused my company as a result of the program.

(11) No major ones.

(12) Twenty-five respondents indicated that no inconveniences or difficulties were caused their companies by participating in the internship and one provided no comment.

g. What suggestions would you offer for improvement of the internship?

(1) You might have your teachers spend about a week at a nursery during shipping season in October and in February or March.

(2) Plan in advance of interns arrival.

(3) A longer period of time to cover more phases of the operation.

(4) More interns.

(5) More planning and more time.

(6) Let the intern take one phase of our business at a time - concentrate either on parts, services, or sales each year.

(7) A more detailed description of what the intern would like to learn from me.

(8) A study of this type yearly and in different trades will train the teacher to do a better job.

(9) Schedule additional time during the holiday seasons of Christmas, Mother's Day, and Easter.

(10) Identifying plants and diseases.

(11) The intern should have basic knowledge of ornamental plants - that is being able to identify plants.

(12) An analysis written by the student of the company and a copy presented back to the company.

(13) I am not sure. On a farm when you start something you may work with it for a week, such as putting up hay. If a student is on the farm at this time he doesn't get much experience. The thing I would say is that the time should be set so as to give the student as well rounded view of what is going on as possible.

(14) Get two teachers - which can be handled as easily as one.

(15) More background courses, especially in identification of plant material, so that interns can group the practical application much faster.

(16) The only suggestion I can offer for the improvement of the internship is for the persons over the program to have more of this type thing.

(17) The complete program according to priorities with a given number of days in each area.

(18) Extend time length or maybe arrange shorter time with more intensive study.

(19) Longer time with more specific duties assigned to intern.

(20) Probably a written statement of the intern relating to what he had learned and observed during his internship would help the intern and the company that participated with him.

(21) Increase time. Intern should know more about basic operations of a cooperative before internship starts.

(22) Probably dividing the training program into definite seasons.

(23) Eight respondents indicated that no improvements were necessary for the internship and seven did not comment on this question.

h. Would you consent to a similar participation again in the future?

(1) Yes, and hopefully that we would have someone as interested in the work as . . ..

(2) Yes, especially for vocational agricultural teachers of woodharvesting courses.

(3) Absolutely.

(4) Would depend on the person interested in learning about business and company.

(5) Certainly.

(6) Yes, for a limited number.

(7) I certainly would.

(8) I would be very happy to provide some on the job experiences in my company for future interns.

(9) Twenty-nine respondents replied yes to an inquiry of their willingness to participate in the internship in the future.

i. Other comments regarding the internship.

(1) In general the program is fine. We think it accomplished its purpose. The only way the program could

be less general would be to set up an intensified training program and this would be difficult to carry out during the everyday operation of a business.

(2) I wish I could have spent more time with Mr. . . ., but we were in the process of changing our operation from an Atlanta based operation to a local complex operation. All phases of this complex will be processed in the local area giving management direct responsibility.

(3) It seems that changing from Vocational Agriculture to Agribusiness might be a mistake since we will need farmers before we can have any agribusiness.

(4) Enjoyed doing this program and meeting Mr. . . . and all of you people from Auburn.

(5) It was a pleasure to work with Mr. . . . He was eager to learn and willing to work. I felt it was very helpful to him.

(6) If all interns possessed the same qualifications and interest shown by Mr. . . ., it would be a pleasure to have them.

(7) I would like to have at least six (6) in my supervised area next spring. An outstanding program.

(8) I feel that the two weeks on the job training will help Mr. . . . in choosing a part-time school employee. We will use a high school boy every year and offer to place him in a full time job after graduation.

(9) . . . was an excellent observer and participant. The program offers much potential in showing your people the everyday problems and decisions involved in running a large commercial farming operation. Would suggest more freedom on his part in scheduling in order to take advantage of the different operations as they come.

(10) We think this student gave to us as much as we gave to him. He has the qualities that goes to making a success in any business. We tried to give him a bird's-eye view of our program but during the time

was here we had the showmanship school and spent a great deal of time on grooming and showing show cattle. This may have taken away some of the time he could have been using to get a more varied program. However, it certainly will be helpful in helping with his steer program. Thank you for giving us the opportunity to participate in this program.

(11) Expand the program.

(12) Thank you.

(13) I think that you all should put more of this type thing in the schedule of your students, because I feel that on-the-job experience is very improtant.

(14) It was a real pleasure to work with Mr. . . . in this program.

(15) We enjoyed having . . . with us very much. Naturally, a business as ours is limited somewhat in just how much time we can spend with the intern in a given day, but trust we have been of some help to him.

(16) I think we should have some more educational programs of this type.

(17) The ability, devotion to duty, and professional knowledge of Mr. . . . made him an integral part of our operation. I have answered the above questions based on these merits.

(18) The student really pitched in, was a real pleasure to work with, and assured me that if all teachers are as dedicated, we're still in good hands in education.

(19) The internship program is an outstanding program. It will give instructors a close look at the problems farmers and farmer's cooperatives face. It will also enable future managers taught by these instructors to be more prepared for the management field in cooperative retail agencies.

(20) A step in the right direction.

(21) It was very good to have been a part of your program. Mr. . . . was a very honest and eager worker and fitted in our routine of work. We would be happy to cooperate in this type program again.

(22) Seventeen respondents provided no additional comments about the internship program.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary.

This study was undertaken to determine the perceptions of interns and agribusinessmen towards the technical internship in agricultural education. Responses from these two groups of involved persons served as a basis for improving the administrative process of this course as well as assessing its professional and technical effectiveness.

This research was based upon data supplied by 37 interns and 37 agribusinessmen who participated in the technical internship experience in the Summer Quarters of 1971, 1972, and 1973. Questionnaires were mailed to each group immediately following the termination of the internships. A total of 49 interns were placed in 52 agribusinesses. Responding were 71 percent of the interns and 75 percent of the agribusinessmen who were participants in the course, VED 625A Technical Internship in Vocational and Adult Education offered by Auburn University.

1. Rating by Interns of twelve characteristics of the Internship.

A range of 4.73 to 3.47 occurred with six characteristics receiving mean ratings above 4.00 and six were below this level. These data indicated that the internship experience was regarded by interns as a very good to outstanding way to develop professional and technical expertise.

a. Intern questionnaire items #1, 2, 3, and 12 were analyzed collectively and it was revealed that the internship was a very good to outstanding procedure for improving professional, technical, and mechanical competency required for teaching of agribusiness education. Interns perceived this approach to a very good way to obtain occupational information for counseling of students.

b. Collective analysis of intern responses #4, 5, 6, 7, and 8 reflected upon preliminary planning for an effective internship. Ratings of very good to outstanding were assigned to the suitability of agribusinesses selected, the attitude of the agribusiness personnel, and the value of work assignments to the performance of teachers. The data revealed that development of the plan of study with the cooperation of the agribusinessmen may not have been properly consummated in some cases. The failure to clearly convey to the agribusinessmen the purpose of the internship and the specific competencies desired was found to be a contributory factor to poor understanding in a limited number of instances. It was observed by the researcher that a high degree of communications was established and that all barriers to an effective internship had been cleared before the end of the first week of the experience in all cases.

c. The suitability of forms provided and instructions given for their use was evaluated through intern responses #9, 10, and 11. A survey of the agribusiness was required utilizing forms supplied for this purpose. It was intended that interns would collect information in an organized manner for vocational counseling and course planning. These forms were rated good to very good. These forms were designed specifically for the Agricultural Sales and Service Cluster and hence may not have been entirely relevant for the other occupational families wherein interns were placed.

d. The narrative responses of interns provided many comments about the internship which were useful in evaluation and further planning for improvement of the course. These remarks were highly complimentary of their practical experiences, personal contacts, opportunity to use the most modern equipment in the application of current technology, and information gained which would be of direct benefit to their instructional programs.

2. Rating by Agribusinessmen of Eight Characteristics of the Technical Internship.

A range of 3.80 to 4.68 occurred with six of the characteristics receiving a mean rating of 4.00 and above. Agribusinessmen regarded the internship to be a very good to outstanding experience as viewed from

their perspective. As a result of the favorable contact established, many requests have been received to send additional interns into businesses previously used. The agribusinessmen have likewise been very complimentary of the steps taken by Auburn University to bring realism into the instructional program by extending the classroom into the marketplace of manufacturing, production, sales, and service.

a. Agribusinessmen rated the means used to establish contact with them and plan the experiences of interns as good to very good. The responses found in items #1, 2, and 7 revealed that agribusinessmen were generally pleased with the means used to inform them of the program prior to their participation. The data revealed that agribusinessmen were less satisfied with the arrangements made for placing the interns in their business and the extent to which they were engaged in developing the intern's plan of study. Certain of the businesses were seasonal in nature causing the summer months to be a less favorable period of time for maximum experiences. It was also found that the internship should be extended over a longer period of time than three weeks in certain agribusinesses to permit a more comprehensive viewpoint of the total spectrum of these industries.

b. A direct benefit of the internship experience is opening of channels of communications. The free exchange of

ideas is essential to a smoothly operated system of supply and placement of qualified graduates who are attuned to the needs of agribusiness. Items #3, 4, 6, and 8 reflected that improvements were made in the removal of communications barriers. Interns made favorable impressions upon the agribusinessmen by demonstrating adaptability to quickly adjust to company routine and to establish rapport with the personnel therein. This was evidenced by a rating of 4.68.

Agribusinessmen rated this program highly effective as a means of public relations. Thus, ample evidence was presented to support the hypothesis of dual benefits to participants.

c. Item #5 was designed to measure the value placed by agribusinessmen upon the internship as an approach to teacher professional improvement. A rating of 4.32 reflected the high esteem efforded this program by some of the potential employers of agribusiness education graduates in Alabama.

d. Agribusinessmen were extremely generous in their narrative responses to questions regarding the planning and conduct of the internships which they sponsored. A majority of the respondents reported satisfaction with the program as it was operated. Ornamental horticultural

business were especially concerned that the interns were unable to spend some time in the winter and spring months to gain a more comprehensive experience. It was also suggested by some agribusinessmen that a sound undergraduate preparation should be prerequisite to permit the internship to achieve maximum effectiveness. The agribusinessmen were unanimous in insisting that practical experience be obtained by persons attempting to prepare employees for careers in agribusiness. When asked if this activity should be continued, 24 responded positively and thirteen made no response.

Twenty-five respondents indicated that no inconveniences or difficulties were encountered by participating agribusinesses, eleven provided amplified statements to this effect and one made no comment. Suggestions for improvement centered around consideration for seasonal timing, more thorough advance planning by intern to involve agribusinessmen in developing the plan of study, and a suggestion that interns in ornamental horticulture should have a better basic knowledge of plant material as well as the ability to identify plants. An appeal was made for more interns and longer periods of placement with assurance that agribusinesses welcomed this overture of interest from agribusiness education.

B. Conclusions.

The following conclusions were developed concerning the Internship in Vocational and Adult Education:

1. The internship was found to be a most beneficial and practical learning experience for teachers of agribusiness education.

Interns and agribusinessmen were lavish in their praise of the unlimited opportunity for practical experience to be gained using the most modern equipment and technology. This approach was rated very good to outstanding by both groups sampled.

2. An excellent opportunity was provided interns and agribusinessmen to communicate their needs and unique problems.

An intern wrote, "I think that this course is going to do more than any single course over a period of years in changing the image of agribusiness education." An agribusinessman declared, "the internships program is an outstanding program. It will give instructors a close look at the problems farmers and farmer's cooperatives face. It will also enable future managers taught by these instructors to be more prepared for the management field in cooperative retail sales." Interns perceived this approach a very good way to obtain occupational information for counseling students.

3. Preliminary planning for placement of interns is essential with sufficient opportunity provided for the agribusinessman to make contributions to the intern's plan of study.

A significant number of agribusinessmen indicated that they could have provided a more comprehensive experience if consulted in developing the plan of study. A limited number of agribusinessmen reported that they did not fully understand exactly what experiences the intern desired until the internship was well underway. Prior cooperative planning could have eliminated these uncertainties and would have contributed to a better initial understanding.

4. Experiences available to interns in certain agribusinesses are seasonally variable.

Agribusinesses which are dependent upon growing seasons such as nurseries, florists, or cooperatives serving farmers with seasonal demands are unable to provide a variety of experiences throughout the year. Nurseries managers were especially insistent that the winter and spring months would provide more favorable timing for an internship. It was suggested by several agribusinessmen that interns should be allowed to obtain their experiences over a longer period of time than three weeks by choosing short segments to coincide with the major activities of the enterprise being studied.

5. A more effective internship experience will result where interns have obtained a sound undergraduate foundation in the discipline studied.

It was suggested by several nurserymen that some interns lacked a sufficient knowledge of plant materials and ability to identify plants. They contended that a basic preparation should be prerequisite to the internship in order to provide for maximum experience. Managers of agricultural cooperatives expressed a desire that interns should possess a better understanding of the functions and operation of cooperatives.

6. Preliminary communications, continuous coordination and on-site visitation by the Auburn University course professor is essential for a well planned and effectively managed internship experience.

The internship is actually a three-way performance in which interns, agribusinessmen, and university professors are joint participants. Preliminary communications between the professor and intern are vital to initial understanding and the development of good will. Since the inception of this course interns have been thoroughly oriented to the requirements, businesses have been contacted in advance, and a site visit made during the internship. It was suggested by five agribusinessmen and a similar number of interns that a preliminary visit by the university professor to the agribusiness might be of some value in establishing the internship experience.

7. The technical internship as it was conducted caused no inconvenience or difficulties to the participating agribusinesses.

Twenty-five agribusinessmen responded that neither inconveniences nor difficulties were encountered. Amplified statements to this effect were provided by eleven agribusinessmen and one made no comment. One of them indicated, "I would like to have at least six (6 interns) in my supervised area next spring. An outstanding program."

C. Recommendations.

Based upon the findings of this research, the following suggestions are provided for the improvement of VED 625A, Technical Internship in Agricultural Education at Auburn University:

1. The technical internship has been found to be an effective method of learning technical and professional competencies and should be expanded to give as many teachers as possible the benefit of a practical experience in a well managed agribusiness.

2. Internship placements are potentially significant mediums for public relations between agribusiness and education. This natural setting should be effectively utilized by both groups to effect a smooth transition of trained workers to satisfying jobs.

3. The value of communications to establish understanding and good will has been proven. University professors should thoroughly orient interns and communicate with agribusinessmen prior to commencing the internship. Site visits prior to the internship should be encouraged and they should be required during the experience. It is essential that these visits include interviews with agribusiness owners, managers, or at least, the immediate supervisor of the intern. A follow-up report of competencies gained should be prepared for the agribusinessman by the interns when feasible.

4. Preliminary planning of the Intern's Plan of Study must involve the agribusinessman in developing the experiences to be acquired, scheduling, and company procedures to be followed. A plan of study developed in advance is furthermore required for approval by the Graduate School if such credit is to be used as supporting work in the graduate's plan of advanced study toward the Master's Degree.

5. Internships should be scheduled when possible in the season adjudged most beneficial by the agribusinessmen to permit the most comprehensive experiences. It may be necessary to divide the minimum working days into several segments to permit observations and experiences in a greater number of operations occurring over an expanded period covering one or more growing seasons.

6. A review of the data collection forms should be made with a choice of two possible alternatives. The forms now in use should be continued with additions of others appropriate for the agribusiness family in which interns are placed. A second alternative would be to develop a universal format which could be used without regard to the placement situation.

7. Prospective interns should be screened to determine that a satisfactory foundation has been obtained in basic processes prior to their placement in internships where advanced concepts are employed.

8. Every possible effort should be extended to insure that undue burdens or problems are avoided for agribusinessmen who agree to accept interns.

9. Copies of this research should be made available to participating agribusinessmen to continue to gain their good will and to assist in the improvement of future internships.

APPENDIX I

COURSE OUTLINE

INTERNSHIP IN VOCATIONAL AND ADULT EDUCATION

VED 625

V. S. Eaddy

Introduction

A knowledge of agribusiness operations is essential to teachers of vocational agriculture who are preparing students for occupations in agriculture. There is no substitute for occupational experience in teaching relevant vocational subject matter. Lack of personal experience was not a serious problem for teachers of vocational agriculture who had farm experience and taught production courses. The recent shift to objectives in agribusiness and rural industry has forced many of our teachers to teach in unfamiliar subject matter. Moreover, technological changes and economic pressures in the agricultural industry have produced demands for job competencies which were not required in the immediate past. A need exists for vocational teachers to remain abreast of the changing occupational competencies. One of the avenues available is graduate in-service study such as the technical-internship program.

Purpose

The internship program is designed to provide a supervised practicum for graduate students to familiarize themselves with technological changes as well as to become acquainted with the job competencies found in a typical agribusiness concern.

Nature

It is anticipated that each teacher will spend three weeks in a selected agribusiness. The selection of a business will be a cooperative venture between the student, state supervisory staff and Auburn University teacher education staff. An effort will be made to effect placement in a progressive concern which specializes in products or services closely allied to the interests and needs of the teacher's program. Graduate students enrolling in this course will be known as "interns" and will be visited on the job by Auburn University teacher educators. The intern will share in the planning of his experiences to observe and perform the skills or activities required of persons within each of the job titles in the business. This procedure will provide exposure to the occupational requirements of job titles ranging from the very elementary to the managerial levels of responsibility.

A letter grade will be assigned based upon performance at the training center, occupational survey, task analysis of job titles in the business, and a training plan or course of study designed to prepare students for entry into the occupational cluster.

Procedure

A survey form and letter of inquiry will be sent to determine student preference of occupational cluster in business selection. Assignments to businesses will be made in advance. Registration will be held at a designated time and place on campus followed by an orientation. The dates of performance should be decided upon jointly by the intern, business manager, and instructor.

A training plan should be prepared by each intern to insure that his time will be spent profitably. It is preferable that the business manager or owner be included in the development of this plan. Actual dates of internship TBA. Copies of this plan should be provided the business manager, instructor, principal, superintendent and district supervisor.

Every effort should be made to establish favorable public relations through courteous treatment of contacts in the agribusinesses as well as through the public news media. Naturally, this program should not result in additional cost or inconvenience to the cooperating business.

Textbook (Optional)

Mager, R. F. and K. M. Beach, Jr. Developing Vocational Instruction. Palo Alto: Fearon Publishers, 1967.

Business Survey

Forms are provided for the purpose of determining the products or services supplied by the business. Also included are items for placement potential and eventual employment opportunities for students in cooperative vocational education programs. Occupational activities and related instructional needs may be determined for workers engaged in agribusiness and rural industrial occupations.

Task Analysis

A task analysis is a logically related set of actions required for the completion of a job objective. Stated another way, a task is a complete job element. A job or vocation includes a number of tasks. Each task requires the performance of intermediate steps for completion. The listing of these steps is known as task detailing.

Form I is provided for task listing. This form should only be prepared for job titles in which there is opportunity of educating and employment potential for students. Form II is included for task detailing of each task listed on Form I. Some judgment should be exercised on the selection of job titles for task listing and further task detailing.

Final Report

A final report should be submitted prior to the end of the quarter. This report should indicate the adjustments to be made in existing courses of study or an outline of new ones to use in teaching the subject matter contained in the occupations studied.

AUBURN UNIVERSITY

AUBURN ALABAMA

36830

SCHOOL OF EDUCATION

Vocational and Adult Education

Phone 826-4431
Area Code 205

APPENDIX II

April 11, 1972

MEMORANDUM TO: Teachers of Vocational Agribusiness Planning to Enroll in VED 625-A at Auburn University, Summer, 1972

FROM: Dr. Vanik S. Eaddy, Coordinator of Agricultural Education 5028 Haley Center, Auburn University

Your response to our "Graduate Course Survey," for Summer, 1972, indicates interest in enrolling in VED 625-A Internship in Vocational and Adult Education. The purpose of this letter is to inform you of recent developments concerning this course and to provide information for further planning.

This course will be offered for five quarter hours during the Summer Quarter, 1972. Registration will be conducted in Room 210, Petrie Hall at 9 a.m., June 13, 1972. An orientation and work session will follow which should be completed by 4:30 p.m. The suggested period of performance is June 19 - August 11, 1972; however, other days could be selected with approval of the instructor. A total of 15 full working days must be completed. The total cost will be $85.00 which includes $20.00 registration fee and a charge of $13.00 per quarter hour.

Credits earned through this course may be applied as professional education in meeting post graduate study requirements. You may enroll for additional courses subject to the rules of the Graduate School. Persons who have not previously enrolled in this course may earn a maximum of 10 quarter hours through special arrangements with the instructor. It would be possible to enroll for additional credits in one of the short courses. Your attention is directed to the Graduate School requirements for the rules of admission and transfer credit. You must be formally admitted to the Graduate School to enroll in VED 625-A. The final date for submitting applications for summer admission is May 23, 1972. Students already admitted need only report for registration.

A letter grade will be assigned based upon performance at the training center, occupational survey, task analysis of job titles in the business, and a training plan or course of study designed to prepare students for entry into the occupational cluster. Individuals who are not prepared to apply themselves thoroughly should withdraw in advance. This has proven to be a very valuable experience for the teachers who have actively involved themselves in the learning process.

It is intended that each intern will plan his internship in such a manner as to gain the maximum benefit from such participation. The choice of an agribusiness concern is extremely important. Agribusinesses will be jointly selected to insure the most practical and educationally sound experience. A business should be selected which deals primarily in products or services which parallel the occupational family or cluster in which the teacher needs to gain experience or knowledge to establish or improve his instructional program.

The attached form is provided for supplying your choice of occupational family and suggested business firm. It will be our responsibility to confirm or deny your request. Except in rare circumstances, the intern will be requested to perform this experience outside his immediate community or trade area. Training stations within commuting distance of home are acceptable if a suitable center can be obtained, however, greater emphasis should be placed upon educational and occupational experiences rather than convenience. Naturally, this program should not result in expense or inconvenience to the business, and every effort should be made to establish favorable public relations.

The internship program could also be performed in an administrative or supervisory position for persons now employed or contemplating assignment to such positions in vocational education. These programs will require coordination with the instructor for final approval.

A carefully prepared plan of study developed in advance to insure wise utilization of time and effective learning experiences will be an essential requirement. Instructions will be forthcoming concerning the training plan and data collection forms which may be utilized. It is preferable that the agribusiness manager or owner should be involved in the planning of your internship experiences. It will be our pleasure to cooperatively participate with you in a truly stimulating and educationally rewarding experience.

Attachment

APPENDIX III

SELECTION OF OCCUPATIONAL FAMILY AND
SUGGESTED AGRIBUSINESS CONCERN TO
BE USED AS A TRAINING CENTER

OCCUPATIONAL FAMILIES

(Indicate 1st and 2nd choices)

Agribusiness		Rural Industries	
Agricultural Production	_____	Metal Work	_____
Agricultural Supplies	_____	Wood Work	_____
Agricultural Mechanics	_____	Trowel Trades	_____
Agricultural Products	_____	Construction	_____
Ornamental Horticulture	_____	Mechanics	_____
Agricultural Resources	_____	Electricity	_____
Forestry	_____	Other	_____
Other	_____		

Describe in detail the type of industry in which you desire placement or the kinds of experience you prefer.

SUGGESTED AGRIBUSINESS OR RURAL INDUSTRY:

1. I have no preference of a business assignment. _____

2. Please assign me to: (Give full address, including name of manager or owner.)

Indicated below are the special reasons I have for placement in this business.

PREFERRED DATES:

I prefer to perform this experience on these dates _____.

Please return to Dr. Vanik S. Eaddy, Coordinator, Agricultural Education, 5028 Haley Center, Auburn University, Auburn, Alabama 36830. Please inform me if you should decide not to enroll.

APPENDIX IV

EXAMPLE OF INTERN'S PLAN OF STUDY

JOB OR OPERATION	ESTIMATED AMOUNT OF TIME ON JOB (days)
Overall briefing and tour of total operation	½
Making cuttings and placing in greenhouse	1
Preparing beds for rooted cuttings a. fumigation b. use of rotary tiller	2
Trimming azaleas and evergreens in containers a. spacing container plants	1
Conferring with workers and completing forms	2
Fertilization of container plants a. review of different fertilizers used	1
Irrigation systems a. installing b. watering plants	1
Sales and loading stock	2
Plant identification	1
Study of soil mixtures	1
Greenhouse structures a. lath b. glass c. PVC d. coolers	1
Weeding operations a. containers b. field	½
Misc. operations	1

Program for: Brent Walters
Firm: Flowerwood Nursery
Loxley, Alabama

MacMILLAN BLOEDEL PRODUCTS INC.

FORESTRY INTERNSHIP SHORT COURSE
FOR VOCATIONAL TEACHERS
(July 10-28, 1972)

	Activity	Person Responsible
Monday, July 10		
8:30 - 12:00	Forest Industry Practices (Slide Presentation)	E. L. Dyess
1:00 - 4:30	Tour of Mill	Frank Cade
Tuesday, July 11	SCALE HOUSE	
8:00 - 12:00	(Weigh, Scale logs and make tickets)	James Taylor
1:00 - 2:30	Log Yard Operations	Edd Little
2:30 - 4:30	Pulpwood Yard Operations	J. D. Carter
Wednesday, July 12	FOREST MANAGEMENT	
8:00 - 4:30	Forest Manager give overview of MBP program, include visit to demonstration plots	Bill Carrigan
Thursday, July 13		
8:00 - 4:30	Boundary Marking	All Schober
	(spend day with crew)	Selma District
Friday, July 14		
8:00 - 4:30	Timber Marking	Howard Whitted
	(spend day with crew)	District 3
Monday, July 17		
8:00 - 4:30	Timber Stand Improvement	Al Schober
	(spend day with crew)	Selma
Tuesday, July 18		
8:00 - 4:30	Analyzing Company Logging Crews	Don Lyons
Wednesday, July 19		
8:00 - 4:30	Analyzing Company Logging Crews	Don Lyons
Thursday, July 20		
8:00 - 4:30	Analysing Company Logging Crews	Charlie Moore

	Activity	Person Responsible
Friday, July 21 8:00 - 4:30	Company Transportation . . . . . (work with Dispatcher and Transportation Supervisor)	Dewey King
Monday, July 24 8:00 - 4:30	Company Maintenance Shop	Clem Jones
Tuesday, July 25 8:00 - 4:30	Wood Procurement	Murry Rew Gene Cox
Wednesday, July 26 8:00 - 4:30	Pulpwood Dealers & Yards	Jimmy Travis
Thursday, July 27 8:00 - 4:30	Land & Timber Administration . .	Ken Dumas
Friday, July 28 8:00 - 4:30	Woodlands Accounting	Sam Sims

July 12, 1971

Mr. Vanik S. Eaddy, Coordinator
Agricultural Education
Auburn University
Auburn, Alabama

Dear Sir:

The following is itinerary for Mr. Marion Jackson, Jr. who will be fulfilling three (3) weeks internship at our Processing Plant:

July 12	Superintendent Responsibility
July 13-14	Maintenance and Refrigeration
July 15-16	Live Room Kill Room Picking Room
July 19	Grow-out Operation
July 20	Live Trucking and Catching
July 21	Eviscerating #1 and #2
July 22	Interview with Coordinator and Personnel
July 23	Inspection Service
July 26	Packing and Shipping
July 27	Cut-Up and Frozen
July 28	Sales Responsibilities
July 29	Management
July 30	Final Report

Sincerely,

Hubert Bunch,
Plant Manager

HB/ow

AUBURN UNIVERSITY

AUBURN ALABAMA

36830

SCHOOL OF EDUCATION

Vocational and Adult Education

Telephone 826-4431
Area Code 205

APPENDIX V

June 7, 1972

Reference:

Dear :

The teacher of vocational agribusiness referenced has requested assignment to your firm for a period of 15 working days in the performance of graduate school coursework at Auburn University. The enclosed course outline will introduce VED 625, A Technical Internship in Vocational and Adult Education. The purpose of this course is to provide the teacher an opportunity to observe the operation of a typical agribusiness concern. Your firm has been identified as a progressive one which specializes in products, services, and activities which are closely allied with the interests and needs of the teacher involved. It is essential that teachers of vocational subjects remain informed about technological changes and occupational requirements of the jobs for which students are being educated. It is our opinion that your firm could provide an exciting learning opportunity.

Your cooperation in this effort will develop a stronger program of vocational agribusiness education. Naturally, this venture should not result in additional cost or inconvenience to your business. The teacher mentioned is an employee of the public school system and will expect no compensation or fringe benefits from your firm. It will be a privilege for him to utilize your business as a training center.

It is the responsibility of the teacher to coordinate with you in the planning of his experience to gain the maximum benefit from observation and experience of the occupational competencies found in your industry. With your permission, the intern will be visited periodically by Auburn University teacher educators and professional staff members of the Alabama Vocational Agribusiness Education Service. Every effort will be made to avoid inconvenience to you and your employees. It will be my pleasure to visit with you sometime during the internship and I am enthusiastic about the opportunity to meet with you.

Sincerely,

Vanik S. Eaddy, Coordinator
Agricultural Education

APPENDIX VI

FORM I

AGRICULTURAL BUSINESS SURVEY QUESTIONNAIRE

General Information
(Complete one for each business or major division)

A. Company (firm, organization, agency or service)

Name _____
Main product, or service, of the company _____

Which of the following does the firm perform? (Check all that apply.)

1. ( ) Manufacturing or production
2. ( ) Processing
3. ( ) Sales
4. ( ) Service
5. ( ) Others
   Specify _____

B. Employees:

Total number of persons employed by company _____
Total number of persons employed full time _____
Total number of persons employed part time _____
Total number of persons employed in which agricultural education training is desirable _____
Total number of persons employed in which a farm or rural background is desirable _____

C. Placement Opportunities

1. In accordance with company policy, can your company employ high school age personnel? Yes ___ No ___ No stated policy _____

2. How many high school students do you presently employ _____

3. If none, have you ever employed high school students? Yes ___ No ___

4. Has your business ever participated in a coordinated school placement employment program for high school students? Yes ___ No ___

APPENDIX VII

FORM II

(See codes next page)

EMPLOYMENT STATUS
(Complete for business or major division)

Title of Job (7)	Educational Requirements for Job Entry (8)	No. of Employees (9)	Level of Employment (10)	Educ. & Agri. Background (11)	Number of Job Opportunities (openings) Last 2 Yrs. (12)	Next 2 Yrs. (13)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

CODES

(8) Code for Educational Requirement
1. None
2. Eighth grade
3. High School diploma
4. Technical or special education
5. Some college
6. College degree
7. Other

(10) Code of Level Employment
1. Professional
2. Technical
3. Proprietors and managers
4. Sales
5. Clerical
6. Skilled
7. Semi-skilled
8. Unskilled

(11) Code of Educational and Agricultural Background
1. Farm Background
2. High School graduate
3. High School graduate with vocational agriculture training
4. College graduate of agriculture
5. High School and college
6. Farm-reared and college graduate in agriculture
7. College graduate in agriculture and professional experience in agriculture

APPENDIX VIII

FORM III

OCCUPATIONAL ACTIVITIES OF WORKERS ENGAGED IN OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES, INDUSTRIES & AGENCIES

(Complete one for each job title listed on Form II.)

Job Title

Occupational Activity	Performance Scale: Daily	Weekly	Monthly	Annually	Never
1. Extending Credit					
2. Interpretation of merchandise, labels, tags & directions					
3. Installment selling					
4. Organization & arrangement of store					
5. Mail and telephone procedures					
6. Constructing displays					
7. Meeting non-farm people					
8. Keeping sales & stock records					
9. Measuring and weighing merchandise					
10. Receiving and marking merchandise					
11. Buying stock					
12. Inventory and stock control records					
13. Writing sales or business letters					
14. Filing					
15. Writing sales slips					
16. Handling money					
17. Meeting farm people					
18. Store and customer protection					
19. Using parts manual & sales manual					
20. Using the cash register					
21. Using the calculator					
22. Using the adding machine					
23. Using the typewriter					
24. Making outside sales					
25. Making inside sales					

APPENDIX IX

FORM IV

RELATED INSTRUCTION NEEDS FOR WORKERS ENGAGED IN OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES, INDUSTRIES AND AGENCIES (Complete one for each Job Title Listed on Form II.)

Job Title _____

Competency Area	Needs Scale: Daily	Weekly	Monthly	Annually	Never
1. Human Relations					
2. Plant Cultural Practices					
3. Sheet Metal Work					
4. Concrete Work					
5. Fruit & Nut Production					
6. Plumbing					
7. Arithmetic Skills					
8. Dairying					
9. Record Keeping					
10. Small Buildings Construction					
11. Farm Management					
12. Using Farm Machinery					
13. Farm Ponds					
14. Plant Propagation					
15. Marketing Farm Crops					
16. Livestock Marketing					
17. Soil Management					
18. Selecting & Fitting Tools					
19. Animal Growth & Development					
20. Planning Construction & Repair Products					
21. Field Crops Production					
22. Small Gasoline Engines					
23. Chemical Weed Control					
24. Producing & Managing Greenhouses					
25. Electricity					
26. Forage Crops Production					
27. Merchandizing Meat and Meat Products					
28. Arc Welding					
29. Arborculture					
30. Pest Control					
31. Animal Sanitation					
32. Vegetable Production					
33. Machinery and Equipment Selection					
34. Advertising					
35. Poultry Production					
36. Processing Fruit & Vegetables					
37. Processing & Marketing Poultry & Poultry Products					

FORM IV (Continued)

RELATED INSTRUCTION NEEDS FOR WORKERS ENGAGED IN OCCUPATIONS IN OFF-FARM AGRICULTURAL BUSINESSES, INDUSTRIES AND AGENCIES

Job Title _____

Competency Area	Needs Scale: Daily	Weekly	Monthly	Annually	Never
38. Petroleum Products					
39. Marketing Ornamental Plants					
40. Seed Technology					
41. Producing & Managing Nursery Crops					
42. Turf Management					
43. Maintaining Farm Machinery					
44. Small Grain Crops Production					
45. Fencing					
46. Feeds and Feed Stuffs					
47. Processing and Marketing Forestry Products					
48. Commercial Fertilizers					
49. Organization & Structure of Business					
50. Landscape Design					
51. Dairy Products Manufacturing & Distribution					
52. Paint, Painting & Finishing					
53. Plant Growth and Development					
54. Cold Metal Work					
55. Livestock Production					
56. Woodworking					
57. Salesmanship					
58. Government Laws & Regulations Regarding Merchandise					
59. Gas Welding					
60. Pesticides					
61. Building and Hardware Supplies					

APPENDIX X

TASK LISTING SHEET

Job Title: _____

No.	Task	Frequency of Performance	Importance	Learning Difficulty

Legend:

Frequency of Performance
1. Daily
2. Weekly
3. Monthly
4. Annually
5. Never

Importance
1. Very Important
2. Important
3. Not Important

Learning Difficulty
1. Very Difficult
2. Difficult
3. Easy

APPENDIX XI

TASK DETAILING SHEET

Job Title: _____

Task _____

No.	Steps in Performing the Task	Type of Performance	Learning Difficulty

Legend:

Type of Performance
1. Recall
2. Discrimination
3. Manipulation

Learning Difficulty
1. Very Diffficult
2. Difficult
3. Easy

APPENDIX XII

RATING SCALE FOR THE TECHNICAL
INTERNSHIP FINAL REPORT

Criteria	Weight
1. Plan of Study (a copy of the proposed plan of study should reveal the extent of prior planning to effectively arrange with the agribusinessman the desired experiences).	10
2. Summary of Work Experience (a summary or list of activities performed or competencies learned should reflect the nature of what actually occurred. This may differ considerably from the plan of study which is by nature a mere anticipation of activities).	10
3. Survey of Agribusiness (usually obvious from Form I, but may be treated in narrative form. A brief description of the nature of the business or service).	10
4. Manpower status of the agribusiness. (Usually obvious from Form II, but may be substituted. This reflects the job titles and manpower requirements.)	10
5. Occupational Activities of Employees in Agribusiness Occupations (usually observed in Form III, but a substitute may be used to reflect the occupational skills performed by workers).	10
6. Occupational Competencies Required of Employees in Agribusiness Occupations. (Usually observed in Form IV, but a substitute may be used to reflect the various occupational competencies which must be known by the employee.)	10
7. Task Analysis (may be omitted if sufficient attention is directed to an analysis of the job titles elsewhere).	10
8. Plan for Implementation of Findings (evidence of attention to the utilization of the knowledge gained in the instructional program).	20
9. General (scholastic value of the report to indicate logical organization, innovative ideas, and original thought).	10
TOTAL	100

APPENDIX XIII

EVALUATION OF TECHNICAL INTERNSHIP
BY INTERN

This form is a medium through which you may convey your comments and suggestions to the instructor for the improvement of VED 625. The purpose of this evaluation is to provide reliable information for effective planning of this form of in-service education.

You are requested to be honest and frank concerning your replies as this instrument will not be used in computing your grade. You need not identify yourself unless you wish me to respond to your suggestions.

Directions: Indicate your evaluation of the characteristics below by placing a circle around the appropriate number for each item, using the following system:

5	4	3	2	1	?
Outstanding	Very Good	Good	Fair	Poor	Unknown

1.	Effectiveness in obtaining occupational information.	5	4	3	2	1
2.	Effectiveness in learning technical competencies.	5	4	3	2	1
3.	Usefulness in terms of developing mechanical or technical skills.	5	4	3	2	1
4.	Was the internship program properly organized for maximum benefits while undergoing work experience?	5	4	3	2	1
5.	Suitability of this business for internship purposes.	5	4	3	2	1
6.	Attitude of the firm's personnel to the internship.	5	4	3	2	1
7.	Value of work assignments to your performance as a teacher.	5	4	3	2	1
8.	Value of your Plan of Study in developing and organizing internship experiences.	5	4	3	2	1
9.	Value of the Agricultural Business Survey to planning instruction.	5	4	3	2	1
10.	Value of the Task Analysis in planning instruction.	5	4	3	2	1
11.	Quality of information and forms provided.	5	4	3	2	1
12.	Contribution of the internship to <u>your</u> professional ability.	5	4	3	2	1

Please provide suggestions as requested:

1. Further comments in explanation of any of the foregoing items.

2. Was the learning experience practical enough to be applied in teaching vocational agribusiness?

3. Comment about the length of the internship in relation to what was accomplished.

4. What do you consider to be the best features of your internship?

5. What do you consider to be the greatest weakness of your internship?

6. Were directions adequately provided prior to and during the internship by the instructor?

7. What suggestions would you offer for improvement of the internship?

8. Would you like an additional internship in the same or in a different occupational objective sometime in the future?

9. Other comments:

48/01-05

APPENDIX XIV

EVALUATION OF TECHNICAL INTERNSHIP
BY AGRIBUSINESS REPRESENTATIVE

This form is a medium through which you may convey your comments and suggestions to the instructor. The purpose of this questionnaire is to evaluate the effectiveness and organization of the technical internship.

You are requested to be honest and frank concerning your replies as this instrument will not affect the grade assigned the intern. You need not identify yourself unless you wish me to respond to your suggestions.

Directions: Indicate your evaluation of the characteristics below by placing a circle around the appropriate number for each item, using the following system:

5	4	3	2	1	?
Outstanding	Very Good	Good	Fair	Poor	Unknown

1. Effectiveness of means used to inform you of the nature of this program prior to your participation. 5 4 3 2 1 ?
2. Effectiveness of the means used to arrange placement of the intern in your business. 5 4 3 2 1 ?
3. Opportunity to express to vocational educators the manpower needs of your business. 5 4 3 2 1 ?
4. Attitude of intern toward understanding the problems of agricultural industry. 5 4 3 2 1 ?
5. Value of the technical internship as a mode of vocational teacher professional improvement. 5 4 3 2 1 ?
6. Ability of the intern to adjust to company routine and establish rapport with your employees. 5 4 3 2 1 ?
7. Extent to which you or your representatives were engaged in developing the intern's Plan of Study. 5 4 3 2 1 ?
8. Suitability of this program for public relations. 5 4 3 2 1 ?

PLEASE PROVIDE SUGGESTIONS AS REQUESTED:

1. Further comments in explanation of any of the foregoing items?

2. Should this form of teacher in-service improvement be continued?

3. Comment about the length or scheduling of the internship in relation to what was accomplished.

4. What do you consider to be the best feature of the internship?

5. What do you consider the greatest weakness of the internship?

6. What inconveniences or difficulties were caused your company as a result of this program?

7. What suggestions would you offer for improvement of the internship?

8. Would you consent to a similar participation again in the future?

9. Other comments:

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